DOCUMENT RESUME

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TITLE	Communication Skills 8 (Non-Leveled Semester Class for All Eighth Graders). Persuasion Unit.
INSTITUTION	Corono-Norco Unified School District, Corono, CA.
PUB DATE	84
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IDENTIFIERS	*Persuasive Strategies; PF Project

ABSTRACT

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT:

Prior to the persuasion unit, students have spent several weeks in class utilizing library research techniques, public speaking skills, and their writing processes. The unit has been devised to give students practical experience using critical thinking and decision-making skills, persuasive language, writing and speaking abilities, and critiquing techniques. Students first brainstorm as a class for ideas on possible issues with which they are concerned (e.g., national security, abortion, drug abuse), each choosing five possible topics for their own research. One day in the library helps students peruse available materials for their possible issues. We then discuss how to state, defend, and argue an opinion fairly. Returning to the library, they limit their topics to one, decide which side of the issue they will take, and find at least two sources of information. After taking notes, they make a skeletal outline, slotting in facts where appropriate. The students write rough drafts of their persuasive papers after deciding on a specific audience (e.g., the President or an anti-abortion group). I read papers anonymously in class and students critique the form, arguments, and persuasiveness of each other's papers. Students rewrite their papers for a grade; they are later given an option to rewrite their papers for a higher grade. Finally, the class role-plays the specified audiences while students read their papers as speeches. After this experience, students are given a chance to use "unfair" persuasive arguments (bandwagon, testimonial, name-calling, card stacking, and glittering generality)--(see "Scholastic Voice," November 12, 1982, page 17)--by writing and performing commercials singly, in pairs, or in trios. In class, students brainstorm for products' names, write out dialogues, prepare props, and practice their commercials. Then commercials are videotaped and played back to the class while students critique commercials verbally and in writing, commenting on what students have done effectively and how commercials could be even better. [This document was selected by the Association of California School Aministrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community.] (Author)

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ED240618

OUTSTANDING PROGRAM DESCRIPTION FORM

Name of School, District or Agency *Letha Raney Junior High* Grade Levels *7, 8, 9*

Address *1010 West Citron* Telephone (*714*) *736-3221*

City *Corona, California 91720* State *Calif.* Zip *91720*

Name of Contact Person *Sue Schaeffer* ACSA Region

Name of Course, Program, Project or Policy *Communication Skills 8*
(non-leveled semester class for all eighth graders). Persuasion Unit

Date of Operation of Program or Project *12th week to 16th week of single semester class*

In 300 words or less please describe your program specifically enough for others to follow. Please include your program's
(1) primary purpose (how it benefits students)
(2) participants (grade levels of students, professional staff, community persons, etc)
(3) evaluation data (if available)

Prior to the Persuasion Unit, students have spent several weeks in class utilizing library research techniques, public speaking skills, and their writing processes. The Unit has been devised to give students practical experience using critical thinking and decision making skills, persuasive language, writing and speaking abilities, and critiquing techniques.

Students first brainstorm as a class for ideas on possible issues with which they are concerned (e.g., national security, abortion, drug abuse), each choosing five possible topics for their own research. One day in the library helps students peruse available materials for their possible issues. We then discuss how to state, defend, and argue an opinion fairly. Returning to the library, they limit their topics to one, decide which side of the issue they will take, and find at least two sources of information. After taking notes, they make a skeletal outline, slotting in facts where appropriate.

The students write rough drafts of their persuasive papers after deciding on a specific audience (e.g., the President or an anti-abortion group). I read papers annonymously in class and students critique the form, arguments, and persuasiveness of each other's papers. Students rewrite their papers for a grade; they are later given an option to rewrite their papers for higher grade. Finally, the class role-plays the specified audiences while students read their papers as speeches.

*After this experience, students are given a chance to use "unfair" persuasive arguments (bandwagon, testimonial, namecalling, card stacking, and glittering generality *) by writing and performing commercials singly, in pairs or trios. In class, students brainstorm for products' names, write out dialogues, prepare props, and practice their commercials. Then commercials are video-taped and played back to the class while students critique commercials verbally and in writing, commenting on what students have done effectively and how commercials could be even better.*

* *See Scholastic Voice, November 12, 1982, page 17.*

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NAME *Susan Schaeffer* DATE *2/10/84*

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